

Pedagogical Function of the Teacher Working in with Gifted Pupils

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Abstract

Working with gifted pupils is a specific problem which differs from the work with other pupils. It wouldn't be correct if we say that working with talented pupils is the same with the general pedagogical work. Even though we accept the gifted students as a particular problem, it is not right to see them as a world in its own, divided from other students. They require additional work with creative and practical character. We can find out in practice whether students understand what they read and explain in theory and we think that the problem of talented students should be investigated furthermore. These researches should include the psychological, pedagogical, didactical and social aspects with the aim to strengthen the teaching process of such pupils and give them support.

Keywords: gift pupils, creativity, teacher, teaching, motivation

Talented students and teacher's challenges

To work with gifted students, is of multiple importance and it reflects on the whole learning composition. In our opinion, working with such students should be supported in three basic elements:

1. The teaching experience of the teacher;
2. his/her attitudes towards talented students (awareness, acceptance, sensitization);
3. Perceptions about pupil's talent.

It is clear that the expectations for the results of the work with talented pupils are extremely important. Those results should be focused on the actual teacher's work. Therefore in this context, it is not enough just the fact that there are talented students in the classroom but more important is the fact to make a statement and to know how to work with them since they are different.

Teachers who work with gifted students are faced with numerous challenges. Primarily, they must meet certain personal and professional features. There is extensive literature and there are numerous authors who deal with the role and function of the teacher who works with gifted students (Maker, 1982; Endean-George, 1982; Kathnelson, A ..- Calley, L., 1982; Lindsey, 1980; Keramiçieva, R. 1989, etc.)

According to Maker (Maker, 1982), teachers who work with gifted students should be distinguished with these features:

- Knowledge for children's development
- Skills for developing flexible material;
- Developed skills for questioning and explanation;
- The teacher has to orientate not to dictate;
- To have success as a teacher in schools;
- Possibility to make mistake (Arnaudova, Violeta. 2000)

What is important for the teacher?

In the cases when the teacher faces the concrete phenomenon of talented students, he/she is in front of a pedagogical problem – he/she has to think how to harmonize the teaching process for these two categories of students?

We cannot give the right answer if we don't take in consideration the role of the pedagogical and psychological services at school for forming of the strategy of work with gifted students. (Emerllahu, Dali, 1998)

All the efforts to find the correct access and content in working with exceptional students, help as measure for the specific teaching process.

In the process of teaching activity and cognitive activity the teacher should distinguish intellectual abilities, his/her pupil's interests and his/her students' proclivities.

The teacher is in front of numerous problems when he/she finds out that such students are in his class.

The problems are not only the content and the working goals with gifted students, but also the means and ways for raising the level of teacher. (Kasapi, Gjyllymsere, 2013)

Are there negative reflections on other students when the selection of talented students is made? The choice and the announcement of the talented students is a challenge for the teacher as well. These reflections in the form of agreement or disagreement, and the reaction among the students create challenging place. Reactions come from both sides (from talented students and other students).

Researcher C. A. Taylor (1982) gives a significant response regarding student's reactions. He says: "When students are categorized as gifted, they may have a problems, both inside and outside the classroom, in their relations with at least some other students who silently are labeled as "the untalented "(without ingenuity). Gifted students (in silence and openly) will expect high levels of achievement on most of their school activities if not in all school activities, even in their lifetime. If we do not take reasonable measures to avoid those high expectations in career and in life and in school activities, then the other label can be added which means pressure. They could be called "persons who fail to fulfill the expectations" because they work under the peak levels of expectations."

What positive changes can be noticed at the gifted students?

It is this response which reflects the challenges of the teacher working with such students. I think that teacher's challenges are numerous and they are reflected on some segments, such as:

- greater demands of the teacher;
- deep and extended preparation;
- different job skills;
- managing the learning process in a different way;
- Strictness of the evaluation system;
- increasing the level of creativity;
- permanent readiness;
- Drafting of special programs, etc.

Since the teacher has to work with talented students his duties expand and harden. "The task of the teacher, - writes Taylor - is to help them become self-educated, so they can continue to self-develop in all mental capabilities - which may alternatively be described as continual self-development of all unlimited internal sources ". Therefore, we think that the teacher must always be available for those students and the teacher needs to encourage them to follow the path to success and affirmation of intellectual potentials, of the expressed talent. (Calvin W. Taylor. 1982)

By insisting on the specificity of talented students, the teacher should resurrect in a sense the desire of improvement. We think that teacher's challenges are expressed in some aspects, such as:

- rationalist learning orientation, dominance of rational knowledge, logical;
- to take in consideration the specific nature of talented students;
- promoting intellectual and emotional power of students;
- to canalize student interests and trends carefully;
- to incite and awaken knowledge competition among students;
- to support the curiosity for creativity.

In order to understand the teacher's needs while working with gifted students we asked the questions:

What are the problems you face while working with gifted students"?

What is the teacher facing while working with gifted students?

Though, we can mention a lot of the situations which those teachers deal with, but here we will mention two of them:

- Firstly, adaptation, reaction, cohesion of class or groups, leadership, control, evaluation and similar.
- Secondly, we think that during his work the teacher has to do with three groups of students:
 - presumed students with high skills;
 - Recommended students with higher skills and
 - discovered pupils with higher skills.

The position of teacher towards this category of students, except that it requires individualized work he faces hypothetical dimensions and parameters. He should focus in the third group of students.

Talented students should be assisted in the process of regular education, but especially in additional education. The learning process should be individualized and differentiated, giving talented students tasks and contents according to their skills and interests.(Murati,Xheladin.164)

We asked the question "How much are supported and favored talented students in the school you work in?" and we received the following information:

Tab. 1. The support and the favoring of talented students

Answers N%		
1. Very (STRONGLY AGREE)	7	4.6
2. Sufficient (AGREE)	18	11,9
3 Little (NEUTRAL)	22	14.6
4. Not at all (STRONGLY DISAGREE)	63	41.7
5. I have no opinion	41	27.2
Total	151	100.0

We see that the table shows that the work with gifted students shows a negative trend. In fact, the data show that schools are not supporting enough the talented students. Nearly 16 percent are supported and 41.7 percent are not supported at all. Unfortunately, 27 percent of teachers have not thought for gifted students.

These statistics illustrate the opinion that many things the attitude towards talented students should be changed, they should be supported and stimulated.

Because of these reasons, the work with gifted students should be done with the imposing of rules and content.

Basic features of working with gifted students

Specific needs

The learning process exerts a powerful influence on the intellectual formation of students, the formation of ideals, and it exercises a powerful influence on social and personal feelings of students.

Their presuppositions are basic features of working with gifted students. The presuppositions exist and develop as concrete skills expressed in activities, but for this are necessary several advantages, first, the student's skills, and second, the teacher's skills: the differential treatment, the encouragement and the talent's support. (Brada,Riza, 1997)

The teaching process is in function to meet the students' needs in general but also students' narrow and specific needs. Precisely those specific needs are of those talented students.(Murati, Xheladin.2016)

What is the specific feature of the teaching work of the teacher to meet specific student needs and when and how it occurs?

The most basic feature of the teaching work is that it is a prepared, conscious, and rational activity of the teacher.

But what is really meant with the characteristics of work with gifted students? Working characteristic means positive modifications in some aspects. It reflects in pedagogy of the differential work which is very significant. (Brada,Riza.1995)

Teachers must adapt their work to talented students applying specific content and methodology, principles and appropriate methods, tools and work styles, which is different from working with other students. (Kraja,Musa. 2002)

Gifted students need to work in groups. It helps to stimulate creative skills and activities in certain areas or subjects of interest.

Conclusion

→ It is need, interest, motivation and social and pedagogical responsibility of the teacher's to work in identification and detection of talented students and to work with them separately.

→ Detection and identification of gifted students need to be done with competence and in cooperation with pedagogical service of the school. This process should be done carefully, so the choice really is right.

→ There are required objective criteria and qualitative and valid instruments for correct identification of talented students.

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